

# ..... The Multiple Intelligences Test

On the following page you will find the Multiple Intelligences Test (MIT). The test is designed to be taken twice, first as a forced-choice measurement instrument, and second as a free-choice measure. This produces two scores: Score 1 (Forced-Choice), and Score 2 (Free-Choice). After taking the test both ways, you will plot your scores on My MI Profile. Read the MIT instructions, then take the test. We will interpret the results after the test.

## MIT Instructions

### Step 1. Take the MIT Forced-Choice

The first time you take the MIT you are to choose one alternative for each item, the alternative which is most true of you. For example, read the first item: "For recreation, you like to..." Then, read the alternatives. Place a check mark (✓) in the small box in the upper right hand corner of the alternative that describes you best. If you cannot decide between two alternatives, choose the one you have done most recently. Remember, ✓ **just one alternative per row**. When you finish, you will have ten check marks — one for each item.

*Stop! Do not read further. Take the MIT now. When you are finished, go on to step two.*

### Step 2. Take the MIT Free-Choice

You have taken the MIT once, as a forced-choice test. Now you will take it again, as a free-choice test. This time you will select each alternative that is true for you. For example, read the first item: "For recreation, you like to..." Then place an X in the small box in the lower left hand corner of the same alternative you ✓ in step one. You know this alternative describes you. This time, also X all the other alternatives that generally describe you. In some cases, you may even X all alternatives if they all fit. Be sure, though, not to put an X if you have only done something once or twice, or only thought about doing something. An X in the box means the alternative is something you do repeatedly. Remember, X **each alternative which is true for you**.

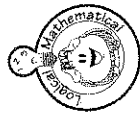
*Stop! Do not read further. Take the MIT for the second time now. When you are done, read the instructions for scoring the test.*

# The MIT

## Multiple Intelligences Test



**Verbal/  
Linguistic**



**Logical/  
Mathematical**



**Visual/  
Spatial**



**Musical/  
Rhythmic**



**Bodily/  
Kinesthetic**



**Naturalist**



**Interpersonal**



**Intrapersonal**

	Verbal/ Linguistic	Logical/ Mathematical	Visual/ Spatial	Musical/ Rhythmic	Bodily/ Kinesthetic	Naturalist	Interpersonal	Intrapersonal
<b>1</b> For recreation, you like to...	Read, write, play word games	Play logic games	Paint, draw, go to a gallery	Play an instrument, sing, listen to music	Be active, play sports, dance	Garden, attend to pets	Be with friends, family, teammates	Spend quality alone time
<b>2</b> To memorize facts, you...	Create a phrase or saying	Make a logical sequence	Visualize the answer or draw it	Create a rhyme or song	Associate them with a gesture or movement	Use nature analogies	Work with a partner	Relate the facts to personal experience
<b>3</b> If something breaks or won't work, you...	Read the instruction book	Examine the pieces to figure how it works	Study the diagram	Snap, tap your fingers, hum, or whistle while trying to fix it	Tinker with the parts	Examine the parts carefully	Work with someone to fix it	Weigh if it's worth fixing, fix it yourself
<b>4</b> For a team presentation, you...	Write the lines	Analyze the data, present the statistics	Create the visual aids	Put words to a tune	Create movement, action	Choose a nature topic	Lead the presentation, coordinate efforts	Work alone on your part
<b>5</b> In conflict, you...	Use a clever saying to make your point	Devises a winning strategy	Picture a solution	Look for a "harmonic" solution	Move, gesture	Study relations among parties	Mediate, look for amicable solution	Get away from others
<b>6</b> To make the next board game move, you...	Talk yourself through the move	Weigh the consequences of each move	Visualize what the next move will look like	Keep with the rhythm of the game	"Try out" a number of moves	Think in terms of predator and prey	Analyze motives of others	Make the move that feels right
<b>7</b> You like games if you can...	Talk, use your linguistic skills	Use math, analyze the possibilities	Picture the moves, draw	Have music playing	Be active, use fine motor skills	Play outside	Play with others	Play solitaire, decide your moves alone
<b>8</b> To add to your portfolio, you...	Write an essay	Include math, logic	Create a picture or graphic organizer	Write or record a song or tune	Act on a video, or perform	Work with plants or animals	Perform with others	Write a private journal or evaluation
<b>9</b> For a present, you like a...	A book or magazine	Logic games, logic puzzles	Art, art supplies, jigsaw puzzle	Music, concert tickets	Sports equipment	A pet, flowers, outdoor gear	Big party	Journal or diary
<b>10</b> During free time, you like to...	Read or write	Solve problems	Draw, paint, make models	Listen to music, play music, sing	Work with your hands	Enjoy nature	Spend time with friends, socialize	Be alone
Top Right (✓)								
<b>SCORE 1: Forced-Choice</b> The Most True Alternative Bottom Left (X)								
<b>SCORE 2: Free-Choice</b> All True Alternatives								

## Score the MIT

At the bottom of the MIT are rows for Score 1 and Score 2. To produce Score 1, simply sum the check marks ✓ in the upper right hand corners of the alternatives in each column, and place the sum in the row for Score 1. To produce Score 2, sum the X marks in the lower left hand corners of the alternatives in each column, and place the sum in the row for Score 2. See sample test on page 18.6 for an example.

## Graphing Your MIT Scores

### Step 1. Make a Bar Graph of Score 1

To make a bar graph representing your Score 1, forced-choice score, fill in the number of squares on the bar graph corresponding to your score for each intelligence. Use the bar graph on the My MI Profile, page 18.5. For example, if you scored two for the verbal/linguistic intelligence, you would fill in two squares. See sample on page 18.7.

### Step 2. Make a Pie Graph of Score 1

Use the bar graph to fill in the pie graph representing your Score 1, forced-choice score. Continuing with our example, we would fill in two slices of the pie corresponding to the score of two for the verbal/linguistic intelligence. Label the two segments, "verbal/linguistic." Use a different color or shade representing each intelligence for your pie graph. If you did not have a check mark in a column of the MIT, simply fill in no boxes in that column of the graph and no segments of the pie for that intelligence. See sample on page 18.7

### Step 3. Make a Line Graph of Score 2

Score 2, your free-choice score, is graphed only as a line graph. Draw a dot in the middle of the column of the bar graph for each intelligence corresponding to your Score 2. For example, if you scored three on the verbal/linguistic intelligence, you would draw a dot in the middle of the verbal/linguistic column, on line 3. When you have placed all the dots, connect them to form a line graph. See sample graph on page 18.7.

### Step 4. Analyze Your Profile

Study the line graph and the bar graph. Do they paint the same picture. Where are they the most similar? Where are they the most different? Which administration format, the forced-choice or the free-choice, better represents your pattern of intelligences?

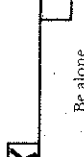
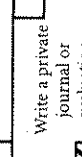
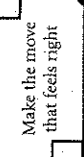
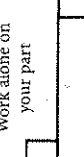
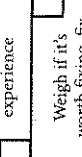
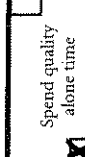


**The MIT**  
**SAMPLE**

## 18.6

**Spencer & Miguel Kagan: *Multiple Intelligences***  
Kagan Cooperative Learning • 1 (800) WEE CO-OP

# The MIT

## SAMPLE

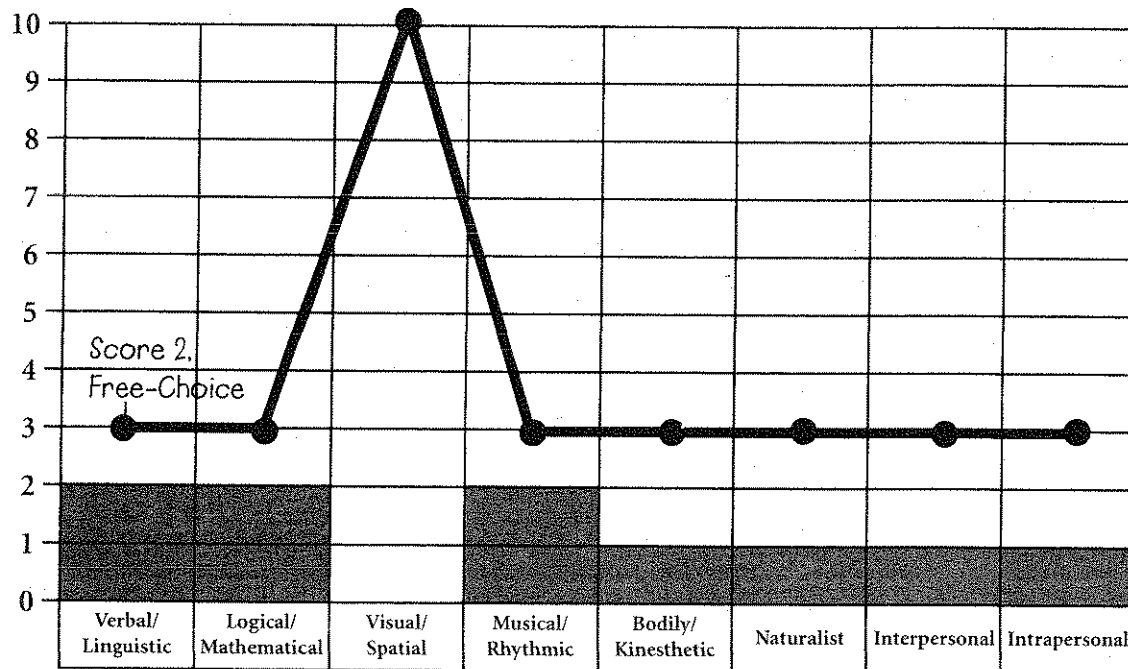
	 Verbal/ Linguistic	 Logical/ Mathematical	 Visual/ Spatial	 Musical/ Rhythmic	 Bodily/ Kinesthetic	 Naturalist	 Interpersonal	 Intrapersonal
1 For recreation, you like to...	Read, write, play word games <input checked="" type="checkbox"/>	Play logic games <input checked="" type="checkbox"/>	Paint, draw, go to a gallery <input checked="" type="checkbox"/>	Play an instrument, sing, listen to music <input checked="" type="checkbox"/>	Be active, play sports, dance <input checked="" type="checkbox"/>	Garden, attend to pets <input checked="" type="checkbox"/>	Be with friends, family, teammates <input checked="" type="checkbox"/>	Spend quality alone time <input checked="" type="checkbox"/>
2 To memorize facts, you...	Create a phrase or saying <input type="checkbox"/>	Make a logical sequence <input checked="" type="checkbox"/>	Visualize the answer or draw it <input checked="" type="checkbox"/>	Create a rhyme or song <input checked="" type="checkbox"/>	Associate them with a gesture or movement <input checked="" type="checkbox"/>	Use nature analogies <input type="checkbox"/>	Work with a partner <input type="checkbox"/>	Relate the facts to personal experience <input type="checkbox"/>
3 If something breaks or won't work, you...	Read the instruction book <input checked="" type="checkbox"/>	Examine the pieces to figure how it works <input type="checkbox"/>	Study the diagram <input checked="" type="checkbox"/>	Snap, tap your fingers, hum, or whistle while trying to fix it <input checked="" type="checkbox"/>	Tinker with the parts <input checked="" type="checkbox"/>	Examine the parts carefully <input checked="" type="checkbox"/>	Work with someone to fix it <input checked="" type="checkbox"/>	Weigh if it's worth fixing, fix it yourself <input type="checkbox"/>
4 For a team presentation, you...	Write the lines <input type="checkbox"/>	Analyze the data, present the statistics <input type="checkbox"/>	Create the visual aids <input checked="" type="checkbox"/>	Put words to a tune <input type="checkbox"/>	Create movement, action <input type="checkbox"/>	Choose a nature topic <input checked="" type="checkbox"/>	Lead the presentation, coordinate efforts <input checked="" type="checkbox"/>	Work alone on your part <input type="checkbox"/>
5 In conflict, you...	Use a clever saying to make your point <input type="checkbox"/>	Devise a winning strategy <input checked="" type="checkbox"/>	Picture a solution <input checked="" type="checkbox"/>	Look for a "harmonic" solution <input type="checkbox"/>	Move, gesture <input type="checkbox"/>	Study relations among parties <input checked="" type="checkbox"/>	Mediate, look for amicable solution <input checked="" type="checkbox"/>	Get away from others <input type="checkbox"/>
6 To make the next board game move, you...	Talk yourself through the move <input type="checkbox"/>	Weigh the consequences of each move <input type="checkbox"/>	Visualize what the next move will look like <input checked="" type="checkbox"/>	Keep with the rhythm of the game <input type="checkbox"/>	"Try out" a number of moves <input type="checkbox"/>	Think in terms of predator and prey <input checked="" type="checkbox"/>	Analyze motives of others <input checked="" type="checkbox"/>	Make the move that feels right <input type="checkbox"/>
7 You like games if you can...	Talk, use your linguistic skills <input type="checkbox"/>	Use math, analyze the possibilities <input checked="" type="checkbox"/>	Picture the moves, draw <input checked="" type="checkbox"/>	Have music playing <input checked="" type="checkbox"/>	Be active, use fine motor skills <input checked="" type="checkbox"/>	Play outside <input type="checkbox"/>	Play with others <input type="checkbox"/>	Play solitaire, decide your moves alone <input type="checkbox"/>
8 To add to your portfolio, you...	Write an essay <input checked="" type="checkbox"/>	Include math, logic <input type="checkbox"/>	Create a picture or graphic organizer <input checked="" type="checkbox"/>	Write or record a song or tune <input type="checkbox"/>	Act on a video, or perform <input type="checkbox"/>	Work with plants or animals <input type="checkbox"/>	Perform with others <input type="checkbox"/>	Write a private journal or evaluation <input checked="" type="checkbox"/>
9 For a present, you like a...	A book or magazine <input type="checkbox"/>	Logic games, logic puzzles <input checked="" type="checkbox"/>	Art, art supplies, jigsaw puzzle <input checked="" type="checkbox"/>	Music, concert tickets <input type="checkbox"/>	Sports equipment <input type="checkbox"/>	A pet, flowers, outdoor gear <input type="checkbox"/>	Big party <input type="checkbox"/>	Journal or diary <input checked="" type="checkbox"/>
10 During free time, you like to...	Read or write <input type="checkbox"/>	Solve problems <input type="checkbox"/>	Draw, paint, make models <input checked="" type="checkbox"/>	Listen to music, play music, sing <input checked="" type="checkbox"/>	Work with your hands <input checked="" type="checkbox"/>	Enjoy nature <input checked="" type="checkbox"/>	Spend time with friends, socialize <input checked="" type="checkbox"/>	Be alone <input type="checkbox"/>
Top Right (✓) SCORE 1: Forced-Choice The Most True Alternative	2	2	0	2	1	1	1	1
Bottom Left (X) SCORE 2: Free-Choice All True Alternatives	3	3	10	3	3	3	3	3

**SAMPLE**

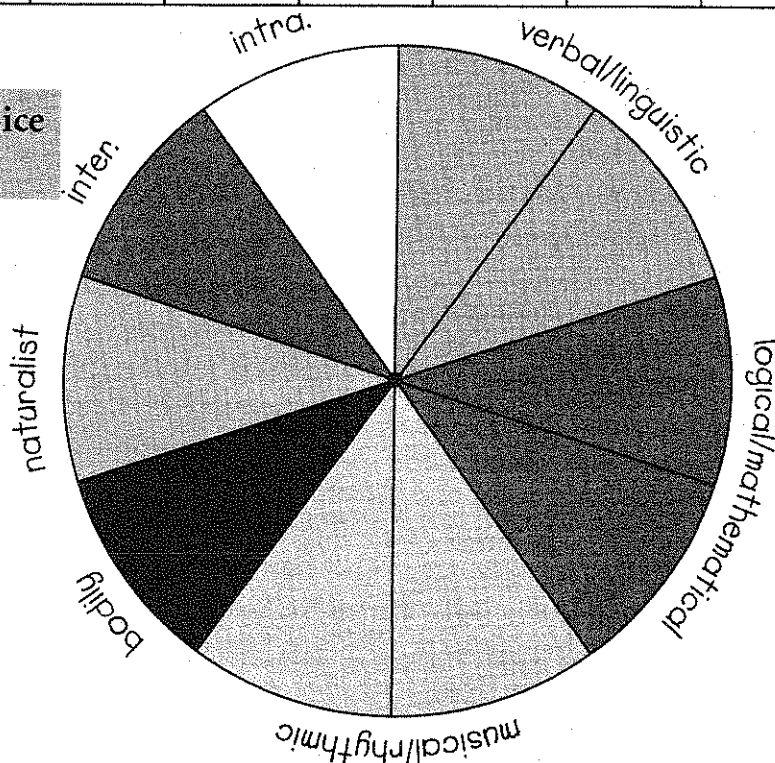
# My MI Profile

Follow the directions to create a bar, pie, and line graph of your Multiple Intelligences Test (MIT).

**Score 1, Forced-Choice Bar Graph & Score 2, Free-Choice Line Graph**



**Score 1, Forced-Choice Pie Graph**

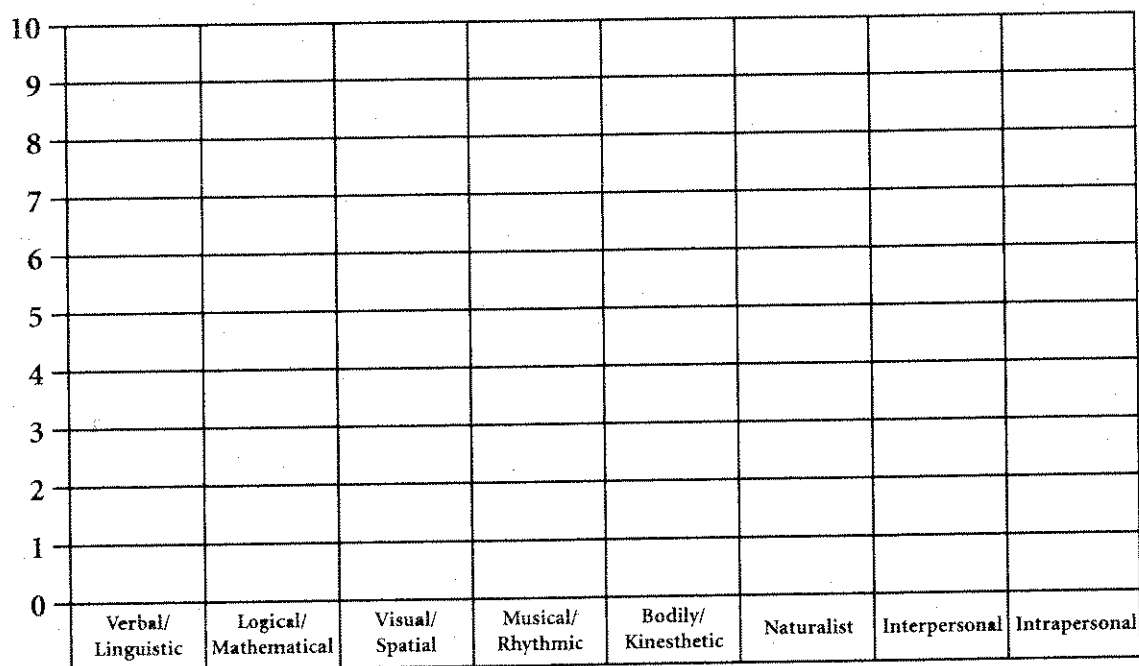




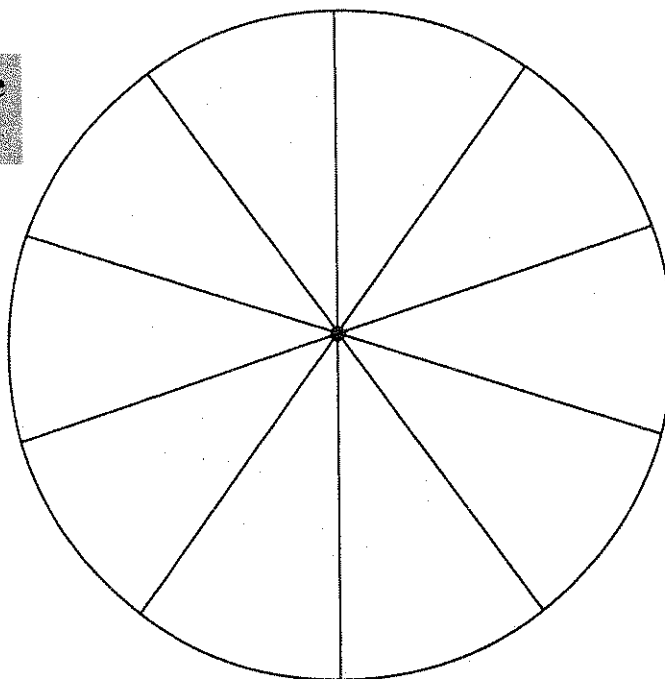
# My MI Profile

Follow the directions to create a bar, pie, and line graph of your Multiple Intelligences Test (MIT).

## Score 1, Forced-Choice Bar Graph & Score 2, Free-Choice Line Graph



## Score 1, Forced-Choice Pie Graph



## Interpretation of the MIT

Read the following comments only after you have scored and graphed your MIT.

We have administered the MIT test to thousands of teachers. In every group (but not for every individual) there are very large differences in the results when administered as a forced-choice measurement instrument as opposed to a free-choice measurement. In every group, far more people feel the free-choice format provides a more accurate picture of their pattern of intelligences, but there are exceptions.

It is not a mystery why the free-choice administration format generally produces a more accurate picture. In a forced choice situation, something which is very attractive may not be selected because something even more attractive is available. In a free-choice situation, all the attractive alternatives are selected, painting a more representative picture. Consider for a moment the scores of an imaginary individual, who always picked the visual/spatial alternative in the free-choice format, but never did so in the forced-choice format. In the forced-choice format, the strong visual/spatial orientation was not revealed because something was always just a bit more attractive. Look at his scores. See the Sample MI Test and the Sample My MI Profile on pages 18.6 and 18.7. The free-choice format revealed visual/spatial to be the strongest intelligence; the forced-choice format revealed it to be the weakest!

That the same test administered in two ways usually produces very discrepant results should be a warning. All forced-choice measures introduce artifacts.

But we cannot trust the free choice results either. By manipulating the attractiveness of the questions in the boxes of the MIT Test, we could easily make any of the intelligences appear much stronger or much weaker. This illustrates an important point: Results of any assessment technique are partially a function of the underlying construct we hope to measure, but partially a function of error variance, some of which is created by the items of the test and some of which is created by the way in which the test is administered. By choosing different questions or a different way of administering the test we can produce very different results.

**Any one measure of multiple intelligences will give us a different answer than any other measure! We cannot trust any of the many available multiple intelligences tests to be valid!**

Why is this important? It means that any one measure of multiple intelligences will give us a different answer than any other measure! We cannot trust any of the many available multiple intelligences tests to be valid! No existing test of multiple intelligence has gone through the very extensive process of construct validation. See Chapter 17: Are Valid MI Tests Possible? Putting a bunch of questions on a piece of paper is not valid test construction. We should not take the available tests of multiple intelligence as more than what they are — questions on a piece of paper. They are not a reliable basis for changing curriculum or instruction for students.

We believe no valid measures of the MI theory intelligences exist, and that even if

they existed, they should not be used for differential treatment of students. And it is questionable whether valid measures of multiple intelligence can ever be created — the intelligences are that complex. See Chapter 17: Are Valid MI Tests Possible?

People are generally quite surprised to find the forced-choice and free-choice administration formats of the same exact questions can give quite different results. It is an important principle of test construction. Applying this principle to natural observation, we find that many of our own natural observations of our students do not allow us to accurately assess their true pattern of intelligences. Imagine for a moment that we set up two learning centers — one for reading and the other for the visual arts. Johnny always chooses the art center. We are inclined to conclude Johnny is high in the visual/spatial intelligence. Wrong. In fact, Johnny's preference has nothing to do with his ability. Johnny likes to paint, more than he likes to read even though he is far more skilled in reading than painting.

Susie always chooses the art center. We think she is high in the visual/spatial intelligence. Wrong. Her choice is not even a reflection of a preference for visual/spatial tasks. In fact, Susie hates painting — she chooses the visual/spatial center only because she hates reading more! A forced-choice assessment procedure has created an artifact.

Peter also chooses the visual/spatial center. But he could care less about painting. He is neither skilled in painting nor has a preference for visual/spatial tasks. He is attracted to Susie!

Johnny chooses the same center. He loves painting and is quite skilled in it. Can we conclude he is strong in the visual/spatial intelligence? Not at all. When we test him, we find he has the poorest sense of direction in the class! Skill or preference for one facet of an intelligence tells us little or nothing about skills and preferences for other important facets of the same intelligence.

These examples could be multiplied at length and are offered to give us pause, and a bit of humility, before concluding anything about the intelligences of our students.



## The Facet Tests

Every intelligence in MI theory is a broad category encompassing many skills or facets.

On the following pages, you will find eight Facet Tests, one for each intelligence. Read the instructions and take the tests now. When done, we'll interpret the results.

### Facet Tests Instructions

Circle a number from 1 to 10 corresponding to the strength of each skill for you. If you are not certain of what an item means, simply skip it. It is not critical that you score every item.

***Stop! Do not read further. Take the Facet Tests now. When you are finished, continue on to the interpretation of the Facet Tests.***